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ABSTRACT

The essential elements of the Texas Experience-Based Career Education (EBCE) network are described and examined to determine where Texas is in terms of institutionalizing EBCE. First described are the identification of incentives for both institutional and individual participation in the statewide effort and the plans to communicate knowledge about EBCE at three levels: state, regional, and local. Network functions of the Texas Education Agency, the education service centers, and Project CITE (Coordinating Information for Texas Educators) are each outlined. It is emphasized that the development of a cadre of EBCE trainers who transfer technical asistance from the regional educational laboratories to local education agencies (LEAs) is the most important component of the implementation plan. Their role and skills acquired for it are described: advocate EBCE as viable program, broker the concept through awareness presentations, provide program analysis and planning services, train others in the EBCE process, and evaluate student and district outcomes. Other elements of the network covered include coordination (through the diffusion project director, advisory groups, and Project CITE), the reduction or elimination of barriers to implementation, the demonstration cites, and evaluation of the diffusion project (through third-party reports and director's observation). Present status is assessed establishing a mobile, highly skilled cadre of trainers in three of the four EBCE models: with regard to institutionalization, the ground work is done but evidence of success is not all in. (JT)

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Final Report
for the Project 0400770037

Establishing Capability for Statewide Implementation of the Experience-Based Career Education Program

June 29, 1979

Texas Education Agency
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Establishing Capability for Statewide
Implementation of the Experience-Based
Career Education

TABLE OF CONTENTS

Introduction 1

Entry Strategies or Incentives 2

Communication 2

Training 5

Coordination Within Texas 8

Reduction or Elimination of Barriers
to Implementation 11

Demonstration Sites 15

Evaluation 17

Continuation 22

Summary 24

APPENDICES

APPENDIX A
Agency Organizational Structure 27

APPENDIX B
Project CITE 29

APPENDIX C
Texas Presentation Level Certification
1976-77 Session Schedule 31

APPENDIX D
Regional Education Service
Center Map 33

APPENDIX E
Presentation Level Certification
by EBCE Model 35

APPENDIX F
Schedule of LEA/Community Orientation
Workshops 1976-77 38

APPENDIX G
Time Line for Establishing Phase I of the Diffusion of EBCE Network 40

APPENDIX H
RBS Presentation Level 41

APPENDIX I
Time Line for Establishing Phase II of the Diffusion of EBCE Network 43

APPENDIX J
Agency Task Force for Career Education 45

APPENDIX K
State Advisory Committee for Career Education 47

APPENDIX L
EBCE Sites in Texas 50

APPENDIX M
EBCE Training Session - Feedback Questionnaire 53

APPENDIX N
EBCE Awareness Session - Feedback Questionnaire 59

APPENDIX O
EBCE Questionnaire: Trainer Feedback 64

APPENDIX P
State Leadership Activities and Contacts 73

Establishing Capability for Statewide
Implementation of the Experience-Based
Career Education Program

Introduction

In Texas there were two distinct treatments of youth - the schooling phase and the work phase. With Experience-Based Career Education (EBCE), Texas has established the groundwork, and provided support to sustain a third treatment, which includes the teaching/learning process, but is neither defined nor limited by it.

Students in the traditional high school too often face: isolation from the adult world and from career experiences; a lact of opportunities to assume meaningful responsibility; limited choices among approaches to learning, particularly approaches based on learning style. These problems point to a need for an option, one that is tied to the emerging concept of career education. One option that has seemed to meet these problems is EBCE.

The salient concepts of EBCE are perceived by the Texas Education Agency (TEA) as having significant importance for students. Preparing students to function effectively in a highly industrialized, modernized, and fast-moving society is fraught with a multitude of difficulties. EBCE has tremendous potential for combatting problems associated with educating students to function in the Texas society.

The Texas State EBCE Network Model: Elements and Issues

In discussing the Texas EBCE network it is important to describe what the essential elements of a comprehensive state network are, and then briefly ascertain where Texas is in relation to these essential elements.

Entry Strategies or Incentives

The first element of the Texas EBCE state network deals with entry strategies, or identification of incentives for both individual and institutional participation in a statewide effort. It was seen as necessary, that these entry strategies were linked with ongoing career education efforts and documents, and tied closely to the accreditation of public schools in Texas. EBCE has been related to, or become part of, the Basic Learner Outcomes for Career Education and the Statewide Plan for Implementing Career Education. We have used the Report of the Assessment in Career Education to indicate those particular needs within the student population of Texas, which can be alleviated by an EBCE program. During July of 1977, an overview of EBCE and its salient concepts was presented to the TEA Division of Planning and Accreditation, allowing its personnel one program they could use when confronted with school districts identifying a need, but not knowing how to programmatically solve this need.

Linkage with the above provided local education agency (LEA) personnel an easy way to match an unknown entity (EBCE) with known, acceptable, and official documents, and processes. The strategy of affecting official documents and processes is one of influence and pressure, and can be best accomplished by a known and tenured state agency person. In Texas, the Director of Career Education provided the leadership and influence that allowed the cognitive information to be presented to those who needed to be informed. Without this lever and support the availability of staff from the state level would probably not have been forthcoming, and even if provided, would have been attended to at a minimal level.

Communication

The discussion, has in effect, moved into the second element of the state network, that of communication of knowledge. This element functions

at three levels in Texas; state, regional, and local. First, a description of each level, and then examples of how the network functions.

Within TEA's organizational structure (see Appendix A) the Office of Career Education is attached directly to the Deputy Commissioner for Programs and Personnel Development. Five divisions responsible to the Deputy Commissioner for Programs and Personnel Development, had to be made aware of the EBCE concept. These divisions include; Planning and Evaluation, General Education, Occupational Education and Technology, Special Education, and Educational Programs for Special Populations. The Texas EBCE network also needed the cooperation of the Associate Commissioner for Policies and Services, especially a dissemination project titled Coordinating Information for Texas Educators (see Appendix B).

At TEA the Director of Career Education and the Texas Diffusion of EBCE Project Director made presentations to the Associate Commissioners and staff of these seven key divisions. Several divisions opted for at least in-depth awareness training for staff members (i.e., the Division of Planning and Evaluation and the Division for Occupational Education and Technology).

Another essential TEA source of support for EBCE was the understanding and cooperation of the Associate Commissioner for Finance. The importance of this person's ability to understand EBCE, and how a variety of State and Federal funding can be manipulated to fit the EBCE concept, will become evident when dealing with a specific example of how the Texas network assisted a LEA, "Mission ISD," in solving an identified need, with an EBCE model.

At the same time awareness sessions for Agency personnel were taking place, representatives from ten education service centers (ESCs) were

participating in training sessions delivered by the four regional educational laboratories (see Texas Presentation Level Certification 1976-77 Sessions Schedule Appendix C). There are twenty ESCs in Texas which have regional reponsibility to assist school districts with a variety of services, including consultation and technical assistance (see map on Regional Education Service Centers, Appendix D).

TEA division directors in General Education, Special Populations, and Occupational Education and Technology saw immediate application for EBCE, and encouraged school districts to explore EBCE, either as an adoption or abaption, as a solution to problems identified within their schools. As consultants from these divisions contacted the Texas Diffusion of EBCE Project Director, he in turn either contacted the appropriate ESC, or if the school was located in a non-participating ESC, went directly to the interested school district. After the initial contact was made, and a school opted for further planning or training, the Texas Diffusion of EBCE Project Director made arrangements for regional educational laboratory trainers and/or, EBCE/ESC trainers and the school district to meet to continue the training effort.

In Texas, communication about EBCE has been carried on through several channels. The Project Director for CITE (Coordinating Information for Texas Educators) and the Texas Diffusion of EBCE Project Director, have had close contact during the last two and one-half years. Since all four models have been nationally validated, they are eligible to be included in the Texas Diffusion Network (see Appendix b). The Texas Diffusion Network provides a facilitator in every ESC who's responsibility is moving state and nationally validated programs from school to school.

The EBCE/ESC trainers were taken mainly from the ranks of the Student Services and Instructional Coordination consultants. Their main thrusts

were in the field of guidance and counseling, crime prevention and drug education, and career education. This emphasis, plus their EBCE training, allowed them to broker the EBCE concept in conjunction with direct consultation service to LEAs. When, during a consultative visit, needs arose that could possibly be solved by a part or an entire EBCE model, the model was presented. This was, in fact, a much more productive method than general awareness sessions during which the ESCs brokered to a group of schools information concerning EBCE. In every case of an EBCE program starting after the network became effective, it was on a one to one basis; one consultant sitting down with representatives from one school district and matching EBCE objectives with LEA needs. For example: Region VIII ESC matched EBCE/RBS to an eighth grade program in Sulphur Springs, meeting a need for lower grade level utilization of the community, set within a total K-12 Career Education program; Region XI ESC matching EBCE/RBS to a population of juvenile delinquents and status offenders in the Fort Worth ISD's Career Planning Academy; Region XIII ESC tied the EBCE/FWL model to the guidelines of Texas SB-91, aimed at middle school discipline problems; result, Austin ISD, Schertz-Cibolo-Universal City ISD, and Seguin ISD found a program that matched needs with an available funding source; Region XIX adapted the Career Clarification Program from RBS to the El Paso ISD secondary guidance program. Evidence from our experience shows that the most productive method for linking a LEA to a particular EBCE model is a careful program analysis, and then demonstrating where an EBCE model fits a particular LEA's needs.

Training

Training is the most important factor in the transference of technical assistance from the four regional educational laboratories in Texas.

Without a competent cadre of EBCE trainers, it would be impossible to affect 1100 LEAs in Texas. Without competent trainers, we could not provide information and support to interested LEAs concerning EBCE. Without an established delivery system, as found in the ESCs, we could not have come so far, with so many, for so little.

An awareness session for representatives of TEA and participating ESCs was held (12-1-76) to inform them of the major components of four EBCE models developed by regional education laboratories. On the basis of this awareness session, each of the ten participating ESCs and the TEA representatives chose from one to four of the EBCE models in which to receive the first phase of EBCE training (see Appendix E). To receive presentation certification, participants traveled to the regional education laboratories and then completed thr training for presentation certification in Texas.

The presentation certification training allowed the ESC and TEA representatives to hold local education Agency/community awareness sessions within each of the ten participating regions (see Appendix F). The awareness sessions followed similar formats, including a presentation of the basic history and philosophy of EBCE and a description of those models chosen for dissemination by respective ESCs. The individual model presentations provided sufficient information for LEAs to make two decisions: (1) whether or not the EBCE concept met one or more of their identified LEA needs and, if this decision is positive, (2) which of the presented models to adopt in their school district.

When a school district has attended an EBCE awareness session and has chosen an EBCE model to adopt, the second level of training occurred. A LEA in an ESC choses an EBCE model. Those ESCs that have personnel

trained in the particular EBCE model (see Appendix G), sent their trainers to the adopting LEA and co-trained, with the regional laboratory representative, the LEA personnel. This would then move those trainers to the second level of proficiency in that particular EBCE model.

While the original set of trainers moved to the second level of training, personnel from the three ESCs who did not participate in the first year of the project, or those first year participating ESCs that were not able to receive training in a particular EBCE model because of time constraints, were attending this training session and received presentation certification. Additional work or assignments to this second group of presentation level trainers (i.e., on-site visits to the regional laboratories) was negotiated with the individual laboratories.

This same consortium of ESC repeated the process of training in another LEA that had chosen the above EBCE model with a trainer from the regional laboratory observing. This training sequence was followed for three of the four models (we were not able to match LEA needs or identifiable population to the EBCE/AEL model). This has transferred technical training capacity to a Texas based network of EBCE trainers in three of the four models, RBS, NWREL, and FWL. What makes this approach feasible is that there are only three ESC representatives who have received training in more than one model (see Appendix E). By having multiple trainers in each ESC, the time constraints of training and offering technical assistance to a potential audience of 1100 school districts became possible.

As an example, during the week of August 1st, 1977, the original six EBCE/ESC/RBS trainers completed their second training phase, and are now ready to offer technical assistance in the RBS model to LEAs in Texas. Concurrently, as described above, a new group of ESC personnel received

presentation certification (see Appendix H). During the 1977-78 school year several of these new RBS trainers assisted one of the original EBCE/ESC/RBS trainers in a training session and completed their training cycle.

In the third year of operation, a complete network of trainers in three models have been established (see Appendix I). Trainers in three new ESCs, which joined the project in its second year of operation, continued one level behind the original ten ESC's trainers.

The ESC have committed more than the contracted time that the Texas Diffusion of EBCE Project provided resources for. The first year of operation, we hoped to have ten ESCs in the network, we reached that goal. We hoped that each ESC would be trained in one of the four models. Five of the ESC provided staff to be trained in all four EBCE models, two were trained in three of the EBCE models, two were trained in two EBCE models, and one was trained in one EBCE model. During the 1977-78 school year, we added three new ESCs to the network, increasing the effectiveness of the delivery system.

Coordination Within Texas

The Texas Diffusion of EBCE Project Director acted as a broker/facilitator for EBCE in Texas. His unique position (employee of Region XII ESC, functioned as TEA employee, and physically located in the Division of General Education at TEA) allowed, and demanded, that he function at two levels of coordination; formal and informal.

Formally, the Texas Diffusion of EBCE Project was guided by TEA's Director of Career Education. Major decisions about the Texas Diffusion of EBCE project were ultimately made by the Director of Career Education, and carried out by the Texas Diffusion of EBCE Project Director. This formal structure aided in visibility to EBCE and the entire EBCE network

(see Appendix A, Organizational Structure of TEA). However, it caused the Texas Diffusion of EBCE Project to operate under certain constraints imposed by this structure.

Before any involvement of the ESCs, there had to be a presentation to a combined committee of the ESC Directors. Friction was evident when timelines, funding sources, and LEA needs did not match with the scheduled monthly meeting of ESC Directors. If approval was not given, or if schedules did not match, damage to training schedules, or lack of EBCE/ESC trainer's participation resulted. Once approval was given by the ESC Directors, a substantial amount of support from the ESCs was forthcoming. It was thus seen as a trade-off, logistical problems of building a cadre of trainers and providing services to LEAs, versus, a supporting base in the ESCs that went far beyond the resources provided to them. The focal point of interaction between the ESCs and the Texas Diffusion of EBCE Project Director was found in TEA's Director of Regional Program Development. This individual provided information, guidelines, and assistance to the Texas Diffusion of EBCE Project Director in his dealings with the ESC Directors.

Advisory groups to the Texas Diffusion of EBCE Project Director and the TEA Director of Career Education occurred in two levels. The first was easily accessible and internal to the Agency. The second was external, but provided a non-educators view and enthusiasm to the experiential concept.

The internal advisory group (Agency Career Education Task Force) provided input on document development, operational plans, major objectives, and the development of the network of trainers. They represented a number of divisions at TEA, and were able to assist the Texas

Diffusion of EBCE Project with problems before they became official (see Appendix J Career Education Task Force).

The external advisory group (the Career Educagion Advisory Committee) had such diverse backgrounds and were so geographically representative, that they could offer a variety of suggestions to support EBCE in Texas (see Appendix K, Career Education Advisory Committee).

It is important to EBCE in Texas to remember that while these two advisory groups dealt generally with career education, they offer specific suggestions, and relate the larger picture, to one part of career education in Texas - EBCE. This philosophy of relating to part (EBCE) to the whole (career education) has been the strength of the Texas EBCE effort. This philosophy has allowed ESCs and LEAs to go beyond the alternative aspects of EBCE, and view the four EBCE models as management schemes that will allow the integration of academic and career development skills into the community.

Coordinating Information for Texas Educators (Project CITE) provides for the statewide coordination of three related projects; the Texas Diffusion Network, the CITE Resource Center, and the Demonstration Schools Network. This network was in operation when the EBCE network concept was conceived, and offered a ready-made support system to the EBCE network. It offers yet another example of how EBCE in Texas was linked to an established and educationally acceptable concept, thus reducing the "difference," or newness, of EBCE.

Informal network coordination was build on three historical facts. First the TEA Director of Career Education was well known in LEAs across the state as a teacher (both academic and vocational) and as an administrator. The Director of Career Education was able to persuade LEAs to

risk disapproval of their constituency and try EBCE.

Second, the Director of Career Education was able, through his national reputation, to ascertain where possible linkages could be made with regard to funding, EBCE, and needs of LEAs. This entailed searching for monies, doing a LEA program analysis, and making the appropriate matches.

Third, the Texas Diffusion of EBCE Project Director was from the ESC Student Services and Instructional Coordination personnel ranks. Thus the Texas Diffusion of EBCE Project Director was able to ascertain the ESC's needs in relation to EBCE from his previous experiences, and was able to tailor the network development to what would be attractive to ESC staff.

While the formal coordination of the project was important, the informal contacts were of equal or more value. Without the informal coordination and manipulation, the EBCE network concept might have faltered and not been developed as far as it has. The return in time and effort for resources placed in the ESCs and LEAs was, for the most part, satisfactory. It was the flexibility of the informal coordination that balanced the rigidity of the formal coordination effort. The former allowed for task accomplishment, the latter, identification with acceptable proven practices.

Reduction or Elimination of Barriers to Implementation

Two obstacles identified in the original proposal dealt with the granting of course credit for learning experience outside the classroom, and the problem of insurance to protect the employees without raising the employers insurance rates. To these we would add a third, resources to begin an EBCE program.

The insurance problem is without solution at this time. No insurance company wants to spend the time and money to change the Texas insurance laws, laws that disallow the blanket coverage needed by an EBCE program.

Fortunately, business, industry, and labor have decided not to use the insurance question as an excuse to eliminate EBCE in Texas. Except for a small percentage of businesses, insurance coverage is not a deciding factor regarding community participation in EBCE. So, while not solved, the insurance problem has been relegated to a minor role.

The question of granting credit in Science, Social Studies, Mathematics, Language Arts, etc., has not officially progressed past the granting of experimental credit on an individual LEA basis. This has provied acceptable to LEAs in the past, but this problem will have to be solved in the near future.

Pressures for a statement on experiential credit from operating EBCE sites (and other experiential programs) is building, and eventually TEA and the Office of Accreditation will have to make a decision. Preparation for a favorable decision by TEA will include:

- use of Region XX ESC's, San Antonio, Part D, Demonstration site evaluation data.
- awareness and/or in-depth training for Division of Accreditation personnel.
- formation of a task force including the division directors in Science, Social Studies, Mathematics, and Language Arts to study EBCE, experiential education, and the credit issue.
- discussion meetings between TEA division directors of Science, Social Studies, Mathematics, and Language Arts and administrative and EBCE staff from San Antonio ISD, Harlandale ISD, and Region XX ESC.
- creation of a TEA task force to study Comprehensive Employment and Training Act funds and guidelines with regard to credit for experiential education (the TEA Director of Career Education is chairman of this task force).

- change in emphasis with regard to LEA standards for school accreditation, with more importance placed on programs to meet student needs.
- overview of EBCE to State Career Education Advisory Committee (an advisory committee in a position to advise the Director of Career Education, and to make recommendations to the State Board of Education).
- increase in numbers of interested and operating EBCE sites with a variety of student populations being served.

The third barrier to implementation, resources to begin an EBCE program, is directly tied to the credit issue. Before state base funding can be used to support an EBCE program the credit issue has to be resolved, in the meantime, a variety of funding sources to support EBCE programs have been found. While many of the sources of funding are limited in duration (i.e., Title IV-C and Part D Vocational Demonstration funds), two sources that have been utilized in Texas, and have long term applicability are, State Juvenile Justice and Delinquency Prevention and Title I Migrant funds. These two funding sources are categorical, and thus present problems to school administrators who view EBCE as a management system that could solve problems for a variety of youth, but they do offer ongoing sources of funding.

During the first year of the Texas Diffusion of EBCE Project, the Texas Diffusion of EBCE Project Director met with representatives from the State Criminal Justice Division, Fort Worth ISD, and Region XI ESC. From this meeting the concept of the Career Planning Academy evolved. The Career Planning Academy serves youth in Tarrant County, and the majority of the students are discipline problems or status offenders.

Two hundred students attend the Academy on a rotating basis so that there are approximately one hundred students on a campus at a time. The

curriculum is centered around the Research for Better Schools EBCE model, and has a strong basic skills and career guidance program, as well as, a community interaction phase. Funding is set up on a five year cycle of decreasing Juvenile Justice and Delinquency Prevention funds and increasing local support, so that at the end of five years of the Career Planning Academy will be totally funded from LEA sources. Continuation is thus based on program performance, and not an orbitrary funding period. Because of the gradual assumption of costs by the LEA, local cost assumption is not as abrupt a financial blow, and is assumed as another budget item.

Another program that was begun through the Texas Diffusion of EBCE Project, and speaks to start-up resources, is a ninth grade EBCE program for migrants in Mission ISD. The significance of this EBCE program is the enormous potential for funds to support exemplary secondary migrant programs. In comparison to the elementary grade support, programs for migrant student, high school programs fall far behind.

That EBCE can answer many of the problems that surface when considering migrancy and its affect on a young person, is evident in the list of concerns raised by personnel involved in migrant education. These concerns are the same as those that are now being dealt with in existing EBCE programs. A partial listing would include:

- parental involvement
- dropout prevention
- positive work role models
- basic skills development
- real work-world experience
- individualized instruction

If this pilot program is as successful as the first half year indicates,

EBCE adoptions or adaptions could contribute significantly to the growth of secondary migrant programs in Texas. It was during the negotiations concerning the Mission program, that the need for understanding and cooperation from the Associate Commissioner for Finance became evident. The concept of supplanting, or the use of Title I funds to take the place of state program funding, became an issue when looking at the level of support needed to begin the ninth grade EBCE migrant program. Local support had to be shown, and how different funds could be manipulated had to be acceptable to the Associate Commissioner for Finance. A meeting was held in which Mission ISD administrative staff, TEA representatives, NWREL trainers, and the Texas Diffusion of EBCE Project Director were present. Alternative plans for funding were presented and a final schema for support was conceived and agreed upon.

Looking at all three major barriers, we see that one has been relegated to a position of unimportance (insurance), one is ongoing and may never be completely solved (funding), and one (credit) has a good chance of being solved to the satisfaction of EBCE practitioners.

Demonstration Sites

When the Texas Diffusion of EBCE Project began there were already three EBCE programs either in operation or about to begin. One was in the Business and Office Management Center of the Dallas ISD, the other two in San Antonio ISD and Harlandale ISD. It was realized that operating, successful EBCE models in Texas were essential to acceptance of the EBCE concept at the State, ESC, and LEA level. A decision was made to highlight the San Antonio ISD and the Harlandale ISD sites because they were hi-fidelity, dealt with an academically homogenous group, and were racially and sexually balanced.

Of the eleven adoptions or adaptions of EBCE programs (see Appendix L), nine have functioned to a greater or lesser degree as demonstration sites. Utilization of the Dallas sites was never coordinated through the state office, and the Texarkana ISD EBCE program was too new to be of use. The above is not to say that all demonstration site usage was coordinated through TEA, on the contrary, these are independent programs who were contacted directly by interested school districts and agencies if appropriate. What did transpire is that the nine sites were able to provide a variety of school district sizes, student populations served, resources allocated, and the degree of utilization of the EBCE concept. As sites developed and began operation, they immediately became part of the overall broker information available to all twenty ESCs. In this manner we were able to instantly transmit relevant new data to interested school districts, eliminating much time and expense needed with traditional printed material circulated through formal dissemination methods. We were then able to enhance this informal information with detailed descriptions of each program through these same formal dissemination methods.

The EBCE sites in Texas ranged from large urban inner city school districts to small rural agricultural communities; from 11th and 12th grade students representing all academic levels to middle school students who were discipline problems and potential dropouts. It is this variety of programs that have made the demonstration sites useful to educators in Texas. Geographically diverse, the demonstration sites made transportation and visitation economically feasible. Cultural and racial variance made no one group antagonistic to the EBCE concept. A broad spectrum of student populations allowed school districts to see their specific problems being answered. The difference in resources allocated

to the EBCE concept on each site provided information as to what could be accomplished by providing substantially different levels of support.

Philosophically the EBCE/ESC trainer network could provide answers to questions raised by school districts, but what made the difference in the adoption or rejection of EBCE as a viable alternative, was the experiences that took place on the demonstration sites. For better or worse, educators in Texas could see first hand what other Texans could accomplish, and what it would cost in resources and energy.

Evaluation

Evaluation of the Texas Diffusion of EBCE Project will be concerned with a summation of the third party evaluation reports and observation by the Texas Diffusion of EBCE Project Director. A detailed and complete third party evaluation file can be found in the office of the Director of Career Education for the State of Texas.

The emphasis of the third party evaluation was one of formative evaluation, rather than summative. This evaluation method was seen as having more impact, and would be of more assistance to the project, as products and training programs were designed and conducted. The evaluation, therefore, focused more on context analysis, input evaluation, and process evaluation in order to provide the project staff with evaluative information during the project. Resources are provided, however, to allow attention to be focused on the summative, or effectiveness, portion of the evaluation.

The third party evaluator, Educational Systems Associates, Inc. (ESA), objectives for evaluation were:

. to conduct a process evaluation of project activities,

. to review/critique and make recommendations related to the project's operational plan,

- to provide input to the required evaluation reports to NIE,
- to review (and provide input to) and implement the Operational Plans Management (i.e., evaluation) Plan,
- to conduct an evaluation of representative local education agency/community orientation workshops, and
- evaluate guidelines for LEAs to use in selecting EBCE model programs.

ESA developed three evaluation documents that attempted to ascertain: how effective the delivery of the materials were to LEA participants (see Appendix M), how the LEA participants viewed each individual EBCE model presented (see Appendix N), and how the network of trainers, in general, perceived the total EBCE dissemination effort, and specifically, what the trainer's needs in relationship to the total network were (see Appendix O).

An analysis of the above document, dealing with how effective each presentation was and how the participants felt about the models, presented evidence that the network of trainers were able to; learn the cognitive material necessary to satisfy LEA personnel's questions, adapt the EBCE format to fit their individual presentation style, and emphasize those parts of the models that would prove especially interesting to their respective audiences. Very few negative response were noted during the representative local education agency/community orientation sessions as evidenced by the high number of valuable or very valuable ratings given to the presentations.

Responses from the network of EBCE/ESC trainers indicated several areas that needed to be strengthened within Texas. The area that was indicated as highest priority for development was a slide tape/brochure generic to EBCE, but specific to Texas. Respondents identified the greatest need for change in the amount of time allotted for training, with written comments indicating not enough time was allowed for the content to be covered.

Although less highly prioritized, some consensus for change was indicated in instructional strategies and in the procedure for announcing training. The responding EBCE/ESC trainers were relatively uncritical of the amount of content, the number of participants trained at one time, the number of trainers, and the training sequence.

In exploring the reasons for a school district's failure to commit to a model, state barriers (i.e., accreditation, graduation credits, etc.) were most often identified. A mismatch between specific goals of the school district and the model presented was also highly chosen. Conversely, when exploring reasons why a LEA chose a particular model, the response "the goals of one model were more closely matched to the LEA's needs," was most commonly chosen.

In trying to ascertain what the ESC plans were for the coming year, the following were most commonly mentioned:

- conduct more awareness sessions
- arrange visitation to operating sites
- develop more systematized follow-ups.

Additional comments dealt with assisting specific LEAs in program analysis and long range planning.

At the end of the project period, ESA analyzed the following data:

- Training Completion Records of EBCE/ESC personnel
- EBCE Program Parent Opinion Surveys - (representative sample)
- EBCE Staff Questionnaires - (representative sample)
- EBCE Student Questionnaires - (representative sample)
- EBCE Employer Opinion Surveys - (representative sample)
- EBCE Trainer Feedback Surveys
- San Antonio EBCE Demonstration Project Final Report.

In light of this information ESA suggested future program revisions dealing with two central questions relevant to the Texas Diffusion of EBCE Project.

Question #1: To what extent has the EBCE network provided easy access to training?

Question #2: What factors at the State level (if any) are preventing districts from institutionalizing the EBCE concept?

When exploring the first question, it is helpful to look at the availability of the three levels of training. Thirty nine ESC consultants are currently qualified in Texas to deliver basic awareness of EBCE to LEA personnel. They are disbursed in 13 of 20 ESCs, including those headquartered in Victoria, Houston, Kilgore, Mt. pleasant, Richardson, Fort Worth, Waco, Austin, Abilene, Amarillo, Midland, El Paso, and San Antonio. The centers where no EBCE awareness training is available include Edinburg, Corpus Christi, Beaumont, Huntsville, Wichita Falls, San Angelo, and Lubbock.

Of the 39 level-one trainers, 16 are qualified to conduct level-two training. They are disbursed in 11 locations as illustrated in the following columns:

Level Two Training Available	Level Two Training Not Available
Region III - Victoria	Region I - Edinburg
Region IV - Houston	Region II - Corpus Christi
Region VII - Kilgore	Region V - Beaumont
Region VIII - Mt. Pleasant	Region VI - Huntsville
Region X - Richardson	Region IX - Wichita Falls
Region XI - Fort Worth	Region XII - Waco
Region XIII - Austin	Region XIV - Abilene
Region XVIII - Midland	Region XV - San Angelo
Region XIX - El Paso	Region XVI - Amarillo
Region XX - San Antonio	Region XVII - Lubbock
TEA	

Level three training can be found in the following service centers by models.

RBS	NWREL	FWL
Region III - Victoria	Region IV - Houston	Region IV - Houston
Region IV - Houston	Region VIII - Mt. Pleasant	Region XI - Fort Worth
Region VIII - Mt. Pleasant	Region X - Richardson	Region XIII - Austin
Region XVIII - Midland	Region XIX - El Paso	Region XVIII - Midland
Region XIX - El Paso	Region XX - San Antonio	TEA
TEA	TEA	

While training in EBCE is widely available in Texas, especially at the awareness level, it is not as abundant at the technical assistance and planning level, and is totally absent in the AEL model at the higher levels of technical assistance. However, with the ESCs having in place an agreement to trade expertise, highly skilled trainers can be available to LEAs at no cost, and quickly, anywhere in Texas.

When considering question #2, dealing with institutionalization of EBCE, no factor of significant weight emerges. Nevertheless, several factors were observable in the data and are worth noting.

- Some school staff expressed difficulties in managing individualized teaching strategies required by the models.
- Some school staff expressed problems in scheduling make-up work for students who had missed classes to complete site visitations.
- Some school staff expressed the need for more resources for use in supplementing the program.
- Some EBCE/ESC trainers expressed the need for more materials to use to help school personnel distinguish among the models.
- Some EBCE/ESC trainers and school staff members expressed problems aligning the program within school district accreditations and grade credit structures.

Although none of these factors have been measured at significant levels, more pointed questioning based on these slight trends may well lead to valuable findings for management at the state level. The need for more extensive surveying of EBCE/ESC trainers and LEA personnel is indicated in order to answer this question more fully and definitively.

In summary, the Texas Diffusion of EBCE Project has been successful in establishing a mobile, highly skilled cadre of trainers in three of the four models. Since the development of the network was determined by the adoption of EBCE by LEAs, this would indicate that AEL was unacceptable, for whatever reason, to school districts in Texas. In the Research for Better Schools, Northwest Regional Educational Laboratory, and Far West Laboratory EBCE models, technical assistance transferance has taken place.

With regard to institutionalization, ground work has been done, but the evidence of the success is not all in, so that what becomes of EBCE as a viable part of Texas education will be determined by the plans for continuation at TEA.

Continuation

Three levels of continuation will be discussed in relation to the Texas EBCE effort; State, ESC, and LEA. While all three levels are interdependent, there are individual school district programs that will continue to operate regardless of state and ESC committment.

At TEA two staff positions are directly related to the EBCE network continuation, the Director of Career Education and the guidance and counseling consultant assigned to the total career education effort. The functions performed by these two positions that will allow the network to continue, will be maintainance functions. Both individuals will act as facilitators in matching up LEA needs to ESC expertise. There will be a loss in brokerage

capability at the state level, but the network of EBCE/ESC trainers will be able to fill this void. The Director of Career Education has been involved in the Texas Diffusion of EBCE Project since its inception, and is well qualified and knowledgable with regard to its objectives and operation. The individual who has assumed many of the career education functions from the TEA Division of Student Services and Instructional Coordination, has spent time with the Texas Diffusion of EBCE Project Director in the final six months of project operation, and is capable of performing the facilitator function.

The trainer network may suffer somewhat from personnel attrition, but many of the EBCE/ESC trainers are committed to the individual ESCs, and will continue to be available. No EBCE/ESC trainer was dependent upon NIE funding for their position, the bulk of the Federal money went to assist LEA exploration of the four models and to the direct training effort, therefore, no loss of personnel from the ESC level can be attributed to the ending of the project. The physical composition and effectiveness of the EBCE/ESC trainer network should not undergo any drastic change for the foreseeable future.

The EBCE/LEA programs are autonomous and each will decide their ultimate plans for continuation. However, each of the LEA programs are tied to the EBCE State Network, either for dissemination purposes, on-site technical assistance, or assistance at the state level with regard to funding, accreditation, and legal questions. No change is planned for the amount of support offered to LEAs from TEA. The Director of Career Education and the consultant from the Division of Student Services and Instructional Coordination will deal with EBCE as it relates to the total career education program.

An advantage of the Texas Diffusion of EBCE Project is that it has always been linked to the total career education effort in Texas. For example, the Texas Diffusion of EBCE Project Director was able to influence the writing of the Texas Statewide Plan for Implementing Career Education. The sections dealing with TEA and ESCs were worded so that EBCE was easily included in ongoing career education plans. Specific reference is made to EBCE in the Statewide Plan for Implementing Career Education, Part IV, Guidelines for Local Education Agencies in Meeting State Career Education Goasl: guideline 8.0, Develop a Community Resource System, and guideline 9.0, Develop Career Guidance Services. Reference to the Texas Diffusion of EBCE Project is also found in Appendix B, Texas Education Goals, Administrative Committment, Accomplishments, and Evidence of Need.

EBCE will continue to be visible in Texas. The supportive network is in place and tied directly to the entire career education effort. The time needed to completely solve the one remaining credit issue question will depend on the availability of resources from the state career education program.

Summary

The EBCE State networking concept is a diffusion process that can affect educational change. In Texas it is in place and dependent on a permanent cadre of trainers who brought to the concept their own unique areas of expertise as change agents, and a variety of theoretical and experiential backgrounds. The trainers have acquired the cognitive skills to 1) advocate EBCE as a viable alternative educational program, 2) broker the EBCE concept by making awareness presentations, 3) provide program analysis and planning services, 4) train others in the EBCE process, and 5) evaluate student and district outcomes as they relate to EBCE.

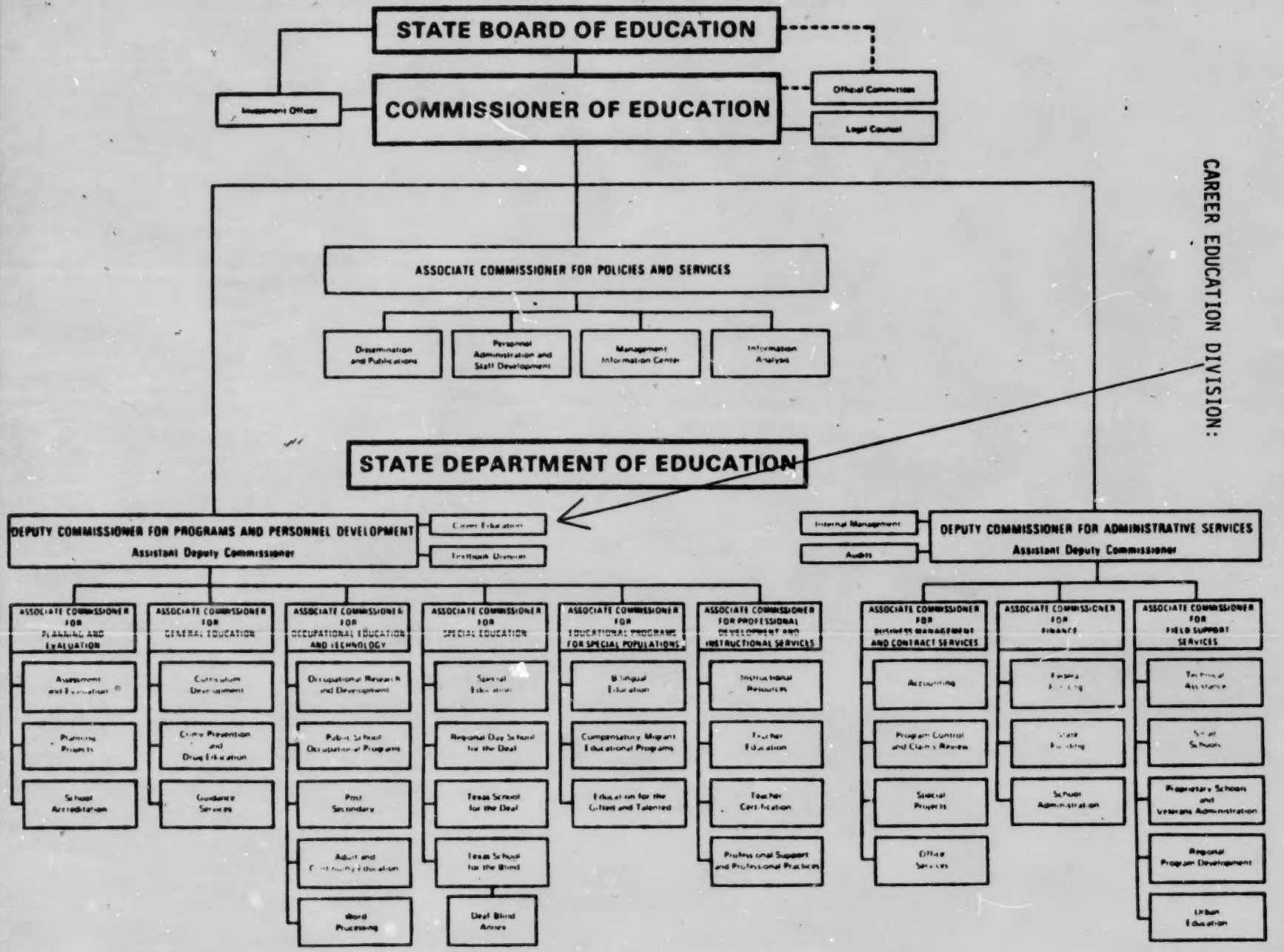
It is important to recognize that career education is a concept and EBCE is one of its delivery strategies; neither is a subject area. The outcomes from the past two and one-half years implementation and evaluation efforts provide an encouraging picture for the continued expansion and development of EBCE as viable management process affecting the total Texas education system.

APPENDICES

APPENDIX A

AGENCY ORGANIZATIONAL STRUCTURE

TEXAS EDUCATION AGENCY


STATE BOARD OF EDUCATION
COMMISSIONER OF EDUCATION
ASSOCIATE COMMISSIONER FOR POLICIES AND SERVICES
STATE DEPARTMENT OF EDUCATION
DEPUTY COMMISSIONER FOR PROGRAMS AND PERSONNEL DEVELOPMENT
Assistant Deputy Commissioner
DEPUTY COMMISSIONER FOR ADMINISTRATIVE SERVICES
Assistant Deputy Commissioner
ASSOCIATE COMMISSIONER FOR PLANNING AND EVALUATION
ASSOCIATE COMMISSIONER FOR GENERAL EDUCATION
ASSOCIATE COMMISSIONER FOR OCCUPATIONAL EDUCATION AND TECHNOLOGY
ASSOCIATE COMMISSIONER FOR SPECIAL EDUCATION
ASSOCIATE COMMISSIONER FOR EDUCATIONAL PROGRAMS FOR SPECIAL POPULATIONS
ASSOCIATE COMMISSIONER FOR PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL SERVICES
ASSOCIATE COMMISSIONER FOR FIELD SUPPORT SERVICES

CAREER EDUCATION DIVISION:

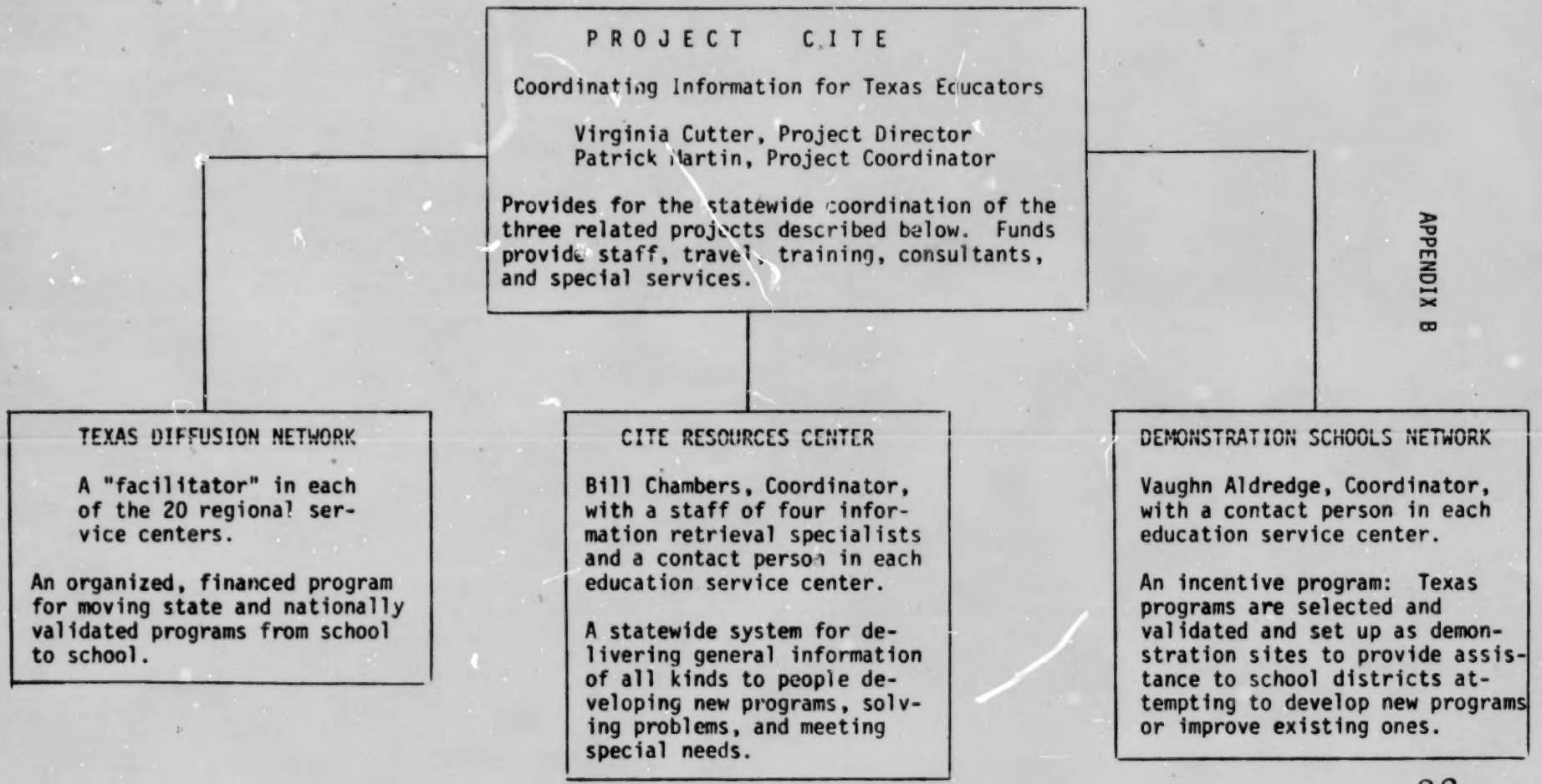
APPENDIX A

APPENDIX B

PROJECT CITE

PROJECT CITE

The chart below describes the organization through which coordination efforts are being undertaken. Funds to carry out these functions come from various federal, state, and service center sources. The projects operate independently of each other, but their services and products are coordinated in order to eliminate duplication and save money and time.


PROJECT CITE
Coordinating Information for Texas Educators
Virginia Cutter, Project Director
Patrick Martin, Project Coordinator
Provides for the statewide coordination of the three related projects described below. Funds provide staff, travel, training, consultants, and special services.
TEXAS DIFFUSION NETWORK
A "facilitator" in each of the 20 regional service centers.
An organized, financed program for moving state and nationally validated programs from school to school.
CITE RESOURCES CENTER
Bill Chambers, Coordinator, with a staff of four information retrieval specialists and a contact person in each education service center.
A statewide system for delivering general information of all kinds to people developing new programs, solving problems, and meeting special needs.
DEMONSTRATION SCHOOLS NETWORK
Vaughn Aldredge, Coordinator, with a contact person in each education service center.
An incentive program: Texas programs are selected and validated and set up as demonstration sites to provide assistance to school districts attempting to develop new programs or improve existing ones.

APPENDIX B

APPENDIX C

TEXAS PRESENTATION LEVEL
CERTIFICATION 1976-77
SESSION SCHEDULE

APPENDIX C

Texas Presentation Level Certification 1976-77
Sessions Schedule

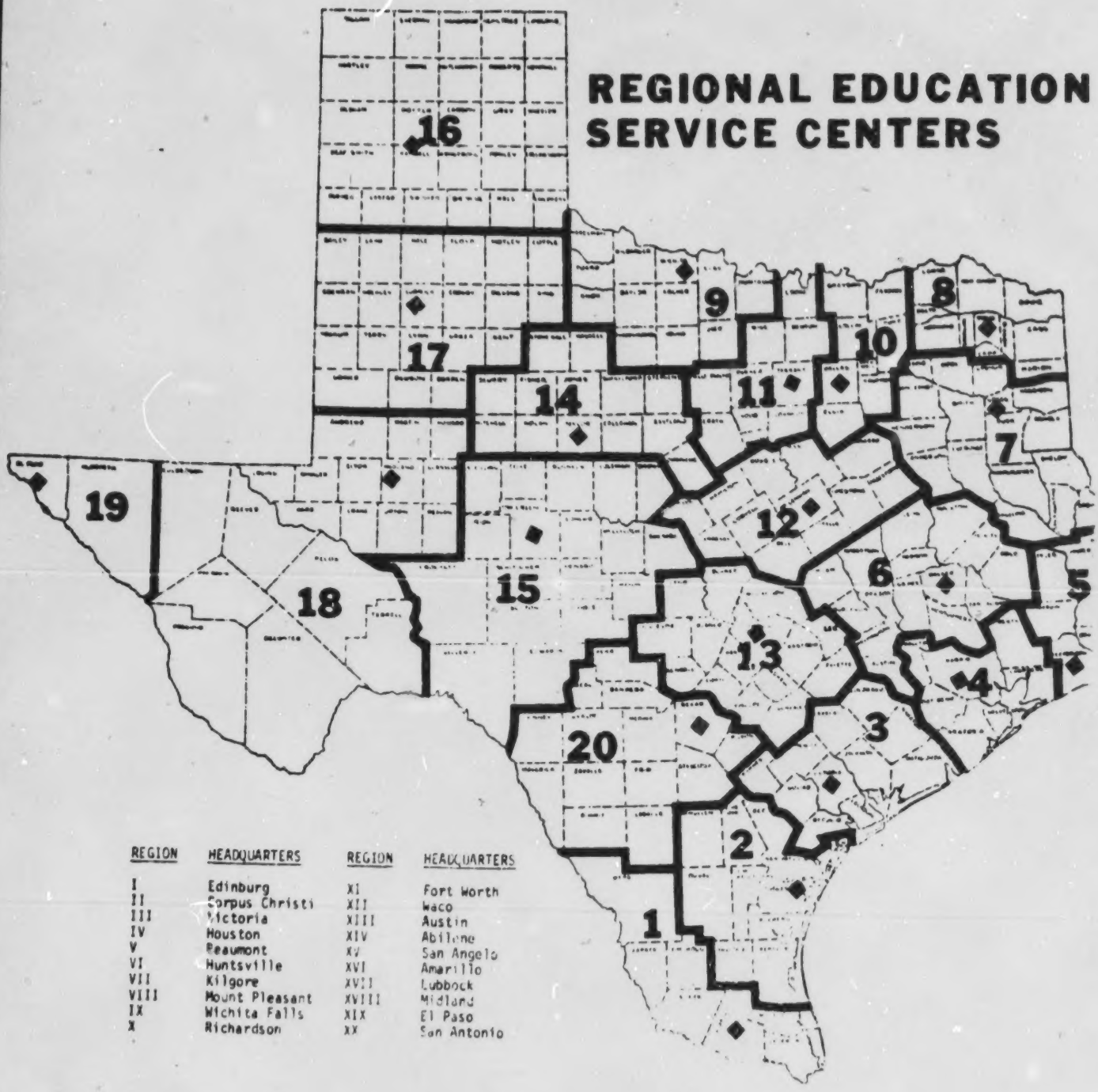
Appalachia Educational Laboratory	February 14-18 at Cheyenne, Wyoming	
Far West Laboratory	January 17-21 at San Francisco, California February 22-25 at Austin, Texas	
Northwest Regional Educational Laboratory	February 8-10 at Portland, Oregon February 16-18 at Portland, Oregon March 15-18 at San Antonio, Texas	Planning
Research for Better Schools	December 13-17 at Philadelphia, Pennsylvania January 17-21 at Austin, Texas	

APPENDIX B

REGIONAL EDUCATION
SERVICE CENTERS MAP

APPENDIX D

REGIONAL EDUCATION SERVICE CENTERS



REGION	HEADQUARTERS	REGION	HEADQUARTERS
I	Edinburg	XI	Fort Worth
II	Corpus Christi	XII	Waco
III	Victoria	XIII	Austin
IV	Houston	XIV	Abilene
V	Beaumont	XV	San Angelo
VI	Huntsville	XVI	Amarillo
VII	Kilgore	XVII	Lubbock
VIII	Mount Pleasant	XVIII	Midland
IX	Wichita Falls	XIX	El Paso
X	Richardson	XX	San Antonio

APPENDIX E

PRESENTATION LEVEL
CERTIFICATION BY EBCE MODEL

APPENDIX E

Presentation Level Certification by EBCE Model

ESC Representative	RBS	AEL	NWREL	FWL
Tom Ezzell - III	X		X	
Richard Hall - III	X			
Wiley Wilkerson - IV			X	X
Jake Parker - IV		X		
Lila Macaluso - IV	X			
John Hall - VII				X
Tony Gibson - VII			X	
Beverly Rogers - VII	X		X	
Sandra Thomas - VIII	X			X
Pierrette Bruechner - VIII	X		X	
Leroy Hendricks - VIII	X	X		
Kari Reiter - VIII	X			
Susie Crane - VIII	X			
Jo Ann Long - VIII	X			
Anita Sandidge - VIII	X			
Roger Milton - X				X
John Shirley - X			X	
Roxy Smarzik - X			X	
Robbie Pickleman - X		X		
Art Freidman - X	X			
Doris West - XI	X		X	
Emory Ashby - XI				X
Dennis Richardson - XI		X		
Wynn Rolf - XII	X			
Joyce Caulk - XIII		X	X	X
Herb Howard - XIII			X	

ESC Representative	RBS	AEL	NWREL	FWL
Larry Dooley - XIV	X		X	
Kyle Ethridge - XIV	X			
Darlene Pope - XIV	X			
Billy Howell - XVI				X
Allegra Bush - XVI	X			
Adela Vasquez - XVIII				X
Sue Ashwood - XVIII	X		X	
Marion Sell - XVIII		X		
Gert Peck - XIX	X		X	
Bill Lafferty - XX	X		X	
Carl Hoffmeyer (TEA)	X	X	X	X
Bob Mann (TEA)			X	
Jim Meurer (TEA)			X	

APPENDIX F

SCHEDULE OF LEA/COMMUNITY
ORIENTATION WORKSHOPS
1976-77

APPENDIX F

Schedule of LEA/Community
Orientation Workshops
1976-77

Region Education Service Center	Proposed Date for Orientation Workshop
III	May 19
IV	April 25
VII	May 10 and 11 (two seperate meetings)
VIII	March 23
X	May 2
XI	March 29
XIII	May 10
XVI	September
XVIII	May 17
XIX	May 10

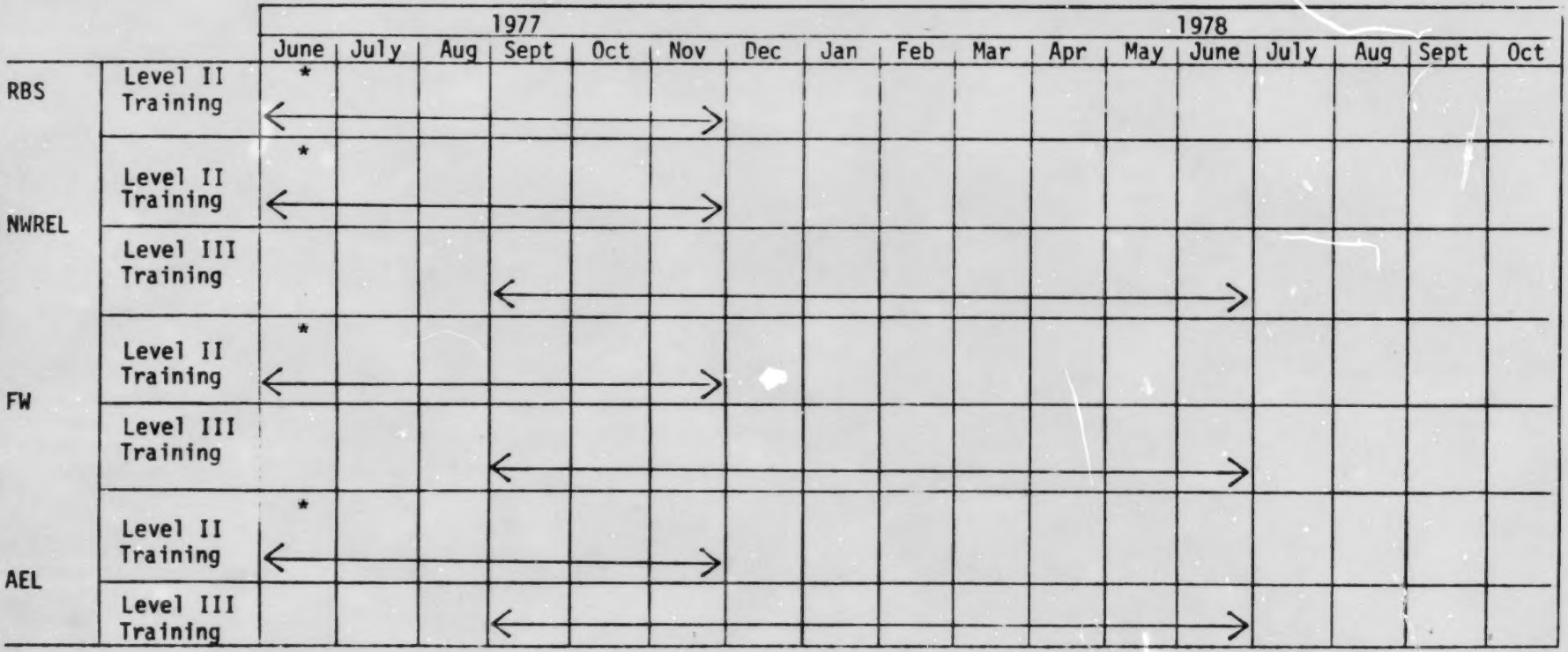
APPENDIX G

TIME LINE FOR ESTABLISHING PHASE I OF THE DIFFUSION OF EBCE NETWORK

Time Line for Establishing
Phase I of the Diffusion of
EBCE Network

By September 1978 there should be in place a complete network of trainers, as well as a network of 15+ EBCE sites.

Level I training is for presentation certification. Level II training is co-training an LEA with a regional laboratory EBCE trainer. Level III training is training an LEA with a regional laboratory EBCE trainer observing.



APPENDIX G

* Awareness sessions will be held in those education service centers that have not previously held awareness sessions in this specific lab during this phase of training. Further EBCE training could take place in an LEA in one of these newly trained ESCs.

APPENDIX H

RBS PRESENTATION LEVEL

APPENDIX H

RBS Presentation Level
August 5, 1977

Name	Region ESC Number
Ms. Sandi Thomas	VIII
Ms. Kari Reiter	VIII
*Mr. Leroy Hendricks	VIII
Ms. Susie Crane	VIII
*Ms. Pierrette Bruechner	VIII
Ms. JoAnn Long	VIII
Ms. Anita Sandidge	VIII
Dr. Richard Hall	III
Ms. Beverly Rodgers	VII
*Mr. Tony Gibson	VII
Ms. Allegra Bush	XVI
*Ms. Sue Ashwood	XVIII
Mr. Carl Hoffmeyer	Texas Education Agency

* Trained in one other EBCE model.

APPENDIX I

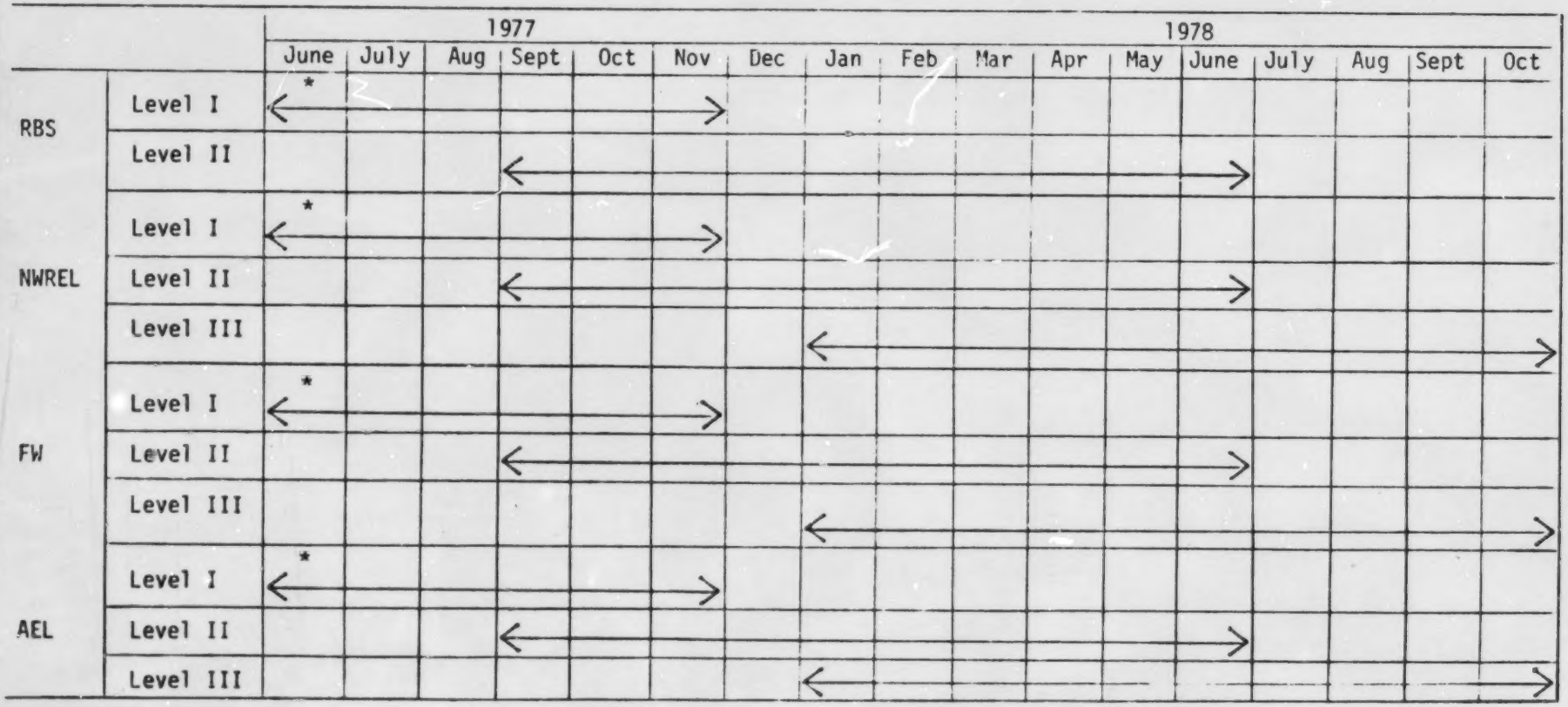
TIME LINE FOR ESTABLISHING
PHASE II OF THE DIFFUSION OF
EBCE NETWORK

Time Line for Establishing Phase II of the Diffusion of EBCE Network

By September 1978 there should be in place a complete network of trainers, as well as a network of 15+ EBCE sites.

Level I training is for presentation certification. Level II training is co-training an LEA with a regional laboratory EBCE trainer. Level III training is training an LEA with a regional laboratory EBCE trainer observing.

This chart depicts the plan for including those ESCs who did not participate during the 1976-77 project year but who do wish to participate during the 1977-78 project year.



* Awareness sessions will be held in those education service centers that have not previously held awareness sessions in this specific lab during this phase of training. Further EBCE training could take place in an LEA in one of these newly trained ESCs.

APPENDIX I

APPENDIX J

AGENCY TASK FORCE
FOR CAREER EDUCATION

APPENDIX J

AGENCY TASK FORCE FOR CAREER EDUCATION

Arnulfo Balboa
Student Services

Neil Ballard
Vocational Education

Dale Carmichael
Administration

Keith Cruse
Planning

Louis Grigar
Curriculum Development

Elisa Gutierrez
Bilingual Education

Gary Haseloff
Instructional Media

Marvin Veselka
Planning

Bob Mann
Vocational Education

Robert Martinez
Compensentory Migrant
Federal Funding

Eleanor Mikulin
Special Education

Don Offerman
Management Information
Center

Walter Rambo
Career Education

Betty Romans
Vocational Education

Ben Teague
Vocational Education

David Thompson
Vocational Education

Service Center Representative

Bob Maniss
Region XIV ESC

APPENDIX K WAS REMOVED BECAUSE IT CONTAINED CONFIDENTIAL INFORMATION.

APPENDIX L

EBCE SITES IN TEXAS

APPENDIX L

EBCE SITES IN TEXAS

Site	Model	General Student Population	Contact Person
San Antonio ISD	NWREL	Senior High Academically Homogeneous	Bill Lafferty Region XX Education Service Center 1550 N. E. Loop 410 San Antonio, Texas 78209
Harlandale ISD	NWREL	Senior High Academically Homogeneous	Bill Lafferty
Sulphur Springs ISD	RBS	Junior High Academically Homogeneous	Richard Teer, Coordinator Career Education & Elementary Principal Sulphur Springs ISD Box 276 Sulphur Springs, Texas 75482
Fort Worth ISD	RBS	Status Offenders/ Juvenile Delinquents	Stuart Ehly, Principal Career Planning Academy Fort Worth ISD 3813 Valentine Fort Worth, Texas 76107
Dallas ISD	FWL	Magnet School Vocational Homogeneous	Marvin Robinson, Director Business & Office Management Center 2218 Bryant Street Dallas, Texas 72501
Mission ISD	NWREL	Migrant Students 9th Grade	Mona Parras, Director, EBCE Craig Davidson, Federal Programs Evaluator Mission ISD 1116 Conway Mission, Texas 78572
Schertz-Cibolo Universal City ISD	FWL	Middle School Disciplinary Problems/ Potential Dropouts	Ramona Ward, Principal Schertz-Cibolo-Universal City ISD 1060 Aero Avenue Schertz, Texas 78154
Seguin ISD	FWL	Middle School Disciplinary Problems/ Potential Dropouts	Joseph Baressi, Assistant Superintendent Seguin ISD Drawer 31 Seguin, Texas 78155

Site	Model	General Student Population	Contact Person
Austin ISD	FWL/AEL	Middle School Disciplinary Problem/ Potential Dropout/High School Alternative Within an Alternative Setting	Kay Killough, Assistant Superintendent Austin ISD 6100 Gradalupe Austin, Texas 78752
El Paso ISD (Region XIX ESC)	RBS	High School/ Group Guidance Program	Gert Peck Region XIX Education Service Center P. O. Box 10716 El Paso, Texas 79997
Texarkana ISD	RBS	Gifted and Talented	Ethel Jones, Career Education Coordinator Texarkana ISD 4241 Summerhill Road Texarkana, Texas 75501

APPENDIX M

EBCE TRAINING SESSION

FEEDBACK QUESTIONNAIRE

APPENDIX M

EBCE TRAINING SESSION

Feedback Questionnaire

The purpose of this survey is to provide an opportunity for you to express your feelings and opinions about this Training Session. This information will be used in future efforts to continually improve the program. The analysis of this instrument will not identify you as a participant.

Demographic Data

Date: _____

Educational Service Center Region Number _____

School District Name _____

Circle one:

School Administrator Community Representative Other:

_____

_____

Which of the following describes how much direct experience you have had in career education prior to this session? (Circle one)

Practically None Limited Moderate Extensive

Educational Systems Associates, Inc.
3445 Executive Center Drive, Suite 205
Austin, Texas 78731

Management

1. In general, how valuable were the instructional materials that were used during the sessions on management?

   a) Very valuable
   b) Valuable
   c) Of limited value
   d) Almost worthless

   Specific Comments: _____

2. How clear to you were the purposes of the activities in the training on management?

   a) Very clear
   b) Clear
   c) Slightly unclear
   d) Very unclear

   Specific Comments: _____

3. Circle the number on the continuum that best represents your feelings toward the sessions on management.

	(Poor)				(Excellent)
a) Selection of topics	1	2	3	4	5
b) General organization	1	2	3	4	5
c) Methods of presentation	1	2	3	4	5
d) Time allocation	1	2	3	4	5
e) Scope (coverage) of subject	1	2	3	4	5
f) Quality of audio-visual aids	1	2	3	4	5
g) Quality of answers to participant questions	1	2	3	4	5

4. Please comment on any extreme responses (1's or 5's) you made in question 3.

   Comment:

Community Utilization

1. In general, how valuable were the instructional materials that were used during the sessions on community utilization?

   a) Very Valuable
   b) Valuable
   c) Of limited value
   d) Almost wc thless

   Specific Comments:_____

2. How clear to you were the purposes of the activities in the training on community utilization?

   a) Very clear
   b) Clear
   c) Slightly unclear
   d) Very unclear

   Specific Comments:_____

3. Circle the number on the continuum that best represents your feelings toward the sessions on community utilization.

	(Poor)				(Excellent)
a) Selection of topics	1	2	3	4	5
b) General organization	1	2	3	4	5
c) Methods of presentation	1	2	3	4	5
d) Time allocation	1	2	3	4	5
e) Scope (coverage) of subject	1	2	3	4	5
f) Quality of audio-visual aids	1	2	3	4	5
g) Quality of answers to participants questions	1	2	3	4	5

4. Please comment on any extreme responses (1's or 5's) you made in question 3.

   Comment:

Guidance

1. In general, how valuable were the instructional materials that were used during the sessions on guidance?

   a) Very valuable
   b) Valuable
   c) Of limited value
   d) Almost worthless

   Specific Comments: _____

2. How clear to you were the purposes of the activities in the training on instruction?

   a) Very clear
   b) Clear
   c) Slightly unclear
   d) Very unclear

   Specific Comments: _____

3. Circle the number on the continuum that best represents your feelings toward the sessions on guidance.

	(Poor)				(Excellent)
a) Selection of topics	1	2	3	4	5
b) General organization	1	2	3	4	5
c) Methods of presentation	1	2	3	4	5
d) Time allocation	1	2	3	4	5
e) Scope (coverage) of subject	1	2	3	4	5
f) Quality of audio-visual aids	1	2	3	4	5
g) Quality of answers to participant questions	1	2	3	4	5

4. Please comment on any extreme responses (1's or 5's) you made in question 3.

   Comment:

Instruction

1. In general, how valuable were the instructional materials that were used during the sessions on instruction?

   a) Very valuable
   b) Valuable
   c) Of limited value
   d) Almost worthless

   Specific Comments:

   _____

   _____

2. How clear to you were the purposes of the activities in the training on instruction?

   a) Very clear
   b) Clear
   c) Slightly unclear
   d) Very unclear

   Specific Comments:

   _____

   _____

3. Circle the number on the continuum that best represents your feelings toward the sessions on instruction?

	(Poor)				(Excellent)
a) Selection of topics	1	2	3	4	5
b) General organization	1	2	3	4	5
c) Methods of presentation	1	2	3	4	5
d) Time allocation	1	2	3	4	5
e) Scope (coverage) of subject	1	2	3	4	5
f) Quality of audio-visual aids	1	2	3	4	5
g) Quality of answers to participant questions	1	2	3	4	5

4. Please comment on any extreme responses (1's or 5's) you made in question 3.

   Comment:

APPENDIX N

EBCE AWARENESS SESSION

FEEDBACK QUESTIONNAIRE

APPENDIX N
EBCE Awareness Session

Feedback Questionnaire

The purpose of this survey is to provide an opportunity for you to express your feelings and opinions about this Awareness Session. This information will be used in future efforts to continually improve the program. The analysis of this instrument will not identify you as a participant.

Demographic Data

Date: _____

Educational Service Center Region Number _____

School District Name _____

Circle one:

School Administrator Community Representative Other: _____

_____

Which of the following describes how much direct experience you have had in career education prior to this session? (circle one)

Practically None Limited Moderate Extensive

Educational Systems Associates, Inc.
3445 Executive Center Drive, Suite 205
Austin, Texas 78731

NOTE: Some questions may apply to segments not included on today's agenda. Please disregard those questions.

Materials

1. In general, how valuable were the instructional materials that were used during the Overview segment of this session?

   (a) Very valuable
   (b) Valuable
   (c) Of limited value
   (d) Almost worthless

   Comments: _____

2. In general, how valuable were the instructional materials that were used during the Research for Better Schools segment?

   (a) Very valuable
   (b) Valuable
   (c) Of limited value
   (d) Almost worthless

   Comments: _____

3. In general, how valuable were the instructional materials that were used during the Far West Laboratory segment:

   (a) Very valuable
   (b) Valuable
   (c) Of limited value
   (d) Almost worthless

   Comments: _____

4. In general, how valuable were the instructional materials that were used during the Northwest Regional Educational Laboratory segment?

   (a) Very valuable
   (b) Valuable
   (c) Of limited value
   (d) Almost worthless

   Comments: _____

5. In general, how valuable were the instructional materials that were used during the Appalachia Educational Laboratory segment?

   (a) Very valuable
   (b) Valuable
   (c) Of limited value
   (d) Almost worthless

   Comments: _____

Organization and Delivery

6. In general, how well were the goals and objectives of all the sessions clarified?

   (a) Very well
   (b) Reasonably well
   (c) Not so well
   (d) Poorly

   Comments: _____

   _____

   _____

7. Circle the number on the continuum that best represents your feeling toward the Overview segment of this session.

	(Poor)				(Excellent)
(a) General organization	1	2	3	4	5
(b) Instructional techniques	1	2	3	4	5
(c) Time allocation	1	2	3	4	5
(d) Scope (coverage) of subject	1	2	3	4	5

8. Circle the number on the continuum that best represents your feeling toward the Research for Better Schools segment.

	(Poor)				(Excellent)
(a) General organization	1	2	3	4	5
(b) Instructional techniques	1	2	3	4	5
(c) Time allocation	1	2	3	4	5
(d) Scope (coverage) of subject	1	2	3	4	5

9. Circle the number on the continuum that best represents your feeling toward the Far West Laboratory segment.

	(Poor)				(Excellent)
(a) General organization	1	2	3	4	5
(b) Instructional techniques	1	2	3	4	5
(c) Time allocation	1	2	3	4	5
(d) Scope (coverage) of subject	1	2	3	4	5

10. Circle the number on the continuum that best represents your feeling toward the Northwest Regional Educational Laboratory segment.

	(Poor)				(Excellent)
(a) General organization	1	2	3	4	5
(b) Instructional techniques	1	2	3	4	5
(c) Time allocation	1	2	3	4	5
(d) Scope (coverage) of subject	1	2	3	4	5

11. Circle the number on the continuum that best represents your feeling toward the Appalachia Educational Laboratory segment.

	(Poor)				(Excellent)
(a) General organization	1	2	3	4	5
(b) Instructional techniques	1	2	3	4	5
(c) Time allocation	1	2	3	4	5
(d) Scope (coverage) of subjects	1	2	3	4	5

12. Please comment on any extreme responses (1's or 5's) you made in questions 7 through 11.

Question Number	Comment

APPENDIX O

EBCE QUESTIONNAIRE: TRAINER FEEDBACK

EBCE QUESTIONNAIRE: TRAINER FEEDBACK

The purpose of this questionnaire is to provide an opportunity for you to express your feelings and opinions about EBCE dissemination progress. This is also an opportunity for you to express your needs to TEA. The analysis of this instrument will not identify you by name.

Demographic Data

ESC # _____ Date _____

I have made presentations about the following models: (circle all that apply)

RBS FW NREL AEL

Educational Systems Associates, Inc.
3445 Executive Center Drive, Suite 205
Austin, Texas 78731

Question Area # 1: NEEDS

DIRECTIONS

Step one: This questionnaire suggests several possible answers to the lead question. Please delete answers that don't apply in your thinking.

Step two: In the blanks marked "other" add answers that do apply, but aren't listed.

Step three: Rank order your revised list by assigning a "1" to the most important answer, "2" to the next, etc.

Step four: In the right-hand column, make explanatory comments as needed.

A. What kinds of additional training materials do you need?

Rank-Order	Item	Comment
____	A slide/tape presentation that describes EBCE activities and sites in Texas	
____	A video/tape demonstration of a specific component of a model	
____	A brochure describing Texas activities and sites	
____	A Question and Answer sheet that addresses the tough questions often raised in Texas (e.g., graduation credits, insurance, etc.)	
____	Other: _____	
____	_____	
____	_____	
____	_____	
____	_____	

B. What features of the training need to be changed? (Repeat the 4-step process as in Question A.)

Rank-Order	Item	Comment
____	The amount of content	
____	The amount of time allotted for training	
____	Instructional strategies	
____	The number of participants trained at one time	
____	The number of trainers	
____	The procedure for announcing training	
____	The follow-up procedures	
____	The training sequence	
____	Other: _____	_____
____	_____	_____
____	_____	_____
____	_____	
____	_____	

C. Do you need more help in distinguishing the differences between models? Explain.

B. Please explain what activities you are planning for coordination with the Division of Student Services and Instructional Coordination

C. Are you involved in any joint-ESC planning? (If yes, please explain.)

Question Area # 2: HINDSIGHT

DIRECTIONS

Step one: This questionnaire suggests several possible answers to the lead question. Please delete answers that don't apply in your thinking.

Step two: In the blanks marked "other", add answers that also apply but aren't listed.

Step three: Rank-order your revised list by assigning a "1" to the most important answer, "2" to the next, etc.

Step four: In the right hand column, make explanatory comments as needed.

A. What reasons are most often behind a school district's failure to commit to a model?

Rank-Order	Item	Comments
____	Something is unacceptable about the model.	
____	Something is defective in the training.	
____	State barriers are too great (e.g., accreditation, graduation credits, etc.)	
____	Something is defective in pre and post training procedures.	
____	Other: _____	
____	_____	
____	_____	
____	_____	

B. What problems did LEA personnel have as participants in the Awareness Sessions. (Repeat the 4-step process as in Question A.)

Rank-Order	Item	Comments
____	They were overwhelmed by details	
____	They had money questions we couldn't answer.	
____	They were concerned about transferring credits	
____	They were confused about organizational structure	
____	They were confused about labels and terminology	
____	They were confused about the goals of the projects	
____	They were confused about model comparisons	
____	Other: _____	
____	_____	
____	_____	
____	_____	

C. Why did school districts in your region commit to one model over the other models? (Repeat the four-step process in Question A.)

Rank-Order	Item	Comments
____	One model was more cost effective than the others.	
____	The goals of one model were more closely matched to the LEA's needs.	
____	Other: _____	
____	_____	
____	_____	
____	_____	

Question Area # 3: PLANS

DIRECTIONS

Step one: Please check any item that is a part of your plans for this year.

Step two: In the blanks marked "other", list any relevant plans you have made that are not listed.

Step three: Space is provided in the right column for explanatory remarks as needed.

A. This year my ESC will:

____ Conduct more Awareness Sessions

____ Link EBCE activities with other programs or presentations (e.g., IGE, Special Ed., Migrant Ed.)

____ Expand or reduce the EBCE team

____ Develop more systemetized follow-ups

____ Arrange visitations to operating sites in Texas or in neighboring states

____ Other: _____

____ _____

____ _____

____ _____

APPENDIX P

STATE LEADERSHIP ACTIVITIES AND CONTACTS

APPENDIX P

State Leadership Activities and Contacts

Date	Event
12-1-76	Initial Meeting original 10 ESCs Overview of all Four EBCE models
1-4-77	Presentation EBCE to General Education Committee, ESC Directors
1-4-77	Overview to TEA Planning Division
1-6-77	Overview EBCE, Mid-Winter Conference of Superintendents
1-7-77	Conference with Career Education Coordinator, State School for the Deaf
1-17-77	Presentation State Advisory Board, Windham School District, Department of Corrections
1-21-77	Conference with Bill Lafferty, San Antonio, Region XX ESC
1-24-77	Meeting with Mr. Roberto Guerra, Governor's Office of Migrant Affairs
1-25-77	ESC Career Education Coordinators Meeting
2-3 & 4-77	Governors Good Neighbor Commission Conference, Presentation
3-29-77	Overview EBCE Region XI ESC, Fort Worth, Tarrant County Convention Center
4-25-77	North Texas Impact Conference EBCE Presentation, North Texas State University
5-24-77	Contacted William Gammon Insurance Company Austin, Texas with Mr. Bob Mann concerning state liability insurance problem
6-9-77	Texas Association Secondary School Principles 4 - 1 1/2 hour overview presentations
6-16-77	Agency Task Force review of Management Plan
6-30-77	Presentation to Round Rock ISD Superintendent with Joyce Caulk and Walter Rambo

Date	Event
7-13-77	Overview Division Planning and Accreditation
7-19-77	Overview Division Special Populations
7-27-77	Presentation State Meeting Occupations Orientation teachers
7-29-77	Meet with Mr. Jim Kester, State Criminal Justice Division concerning Career Planning Academy
8-9-77	Meet with Superintendent, Career Education Coordinators and School Board Members from Alamo Heights ISD, to discuss implications of EBCE
9-22-77	Overview of EBCE to Division of Vocational Ed.
9-28-77	USOE Region 6 Pard D EBCE Conference
9-29-77	Presentation to Balance of State CETA Counselors
11-1-77	Presentation to LBJ School of Public Affairs
11-3-77	On-site visit with Balance of State CETA Staff to Sulphur Springs
11-7-77	Presentation Texas Association Supervision and Curriculum Development
11-8-77	Presentation to CETA Balance of State Field Representatives
1-5-78	Developed video-tape on EBCE for Region XIII ESC and Austin ISD
1-16-78	Awareness session Fort Worth, Region XI ESC
2-7-78	Awareness session Victoria, Region III ESC
2-16-78	Awareness session Abilene, Region XIV ESC
3-7-78	Awareness session Corpus Christi, Region II ESC
3-20-78	Hosted meeting with Frank Contreras, Director Migrant Division, TEA, Humberto Reyna, NWREL and Roberto Guerra, Texas Department of Community Affairs
3-31-78	EBCE information session East Texas University

Date	Event
4-4-78	Presentation Southwest Texas State University Graduate class
4-14-78	Overview Region XII ESC
4-25-78	Presentation of EBCE Position Paper Career Education State Conference Stephen F. Austin State University
5-2-78	Overview to Texas Youth Council personnel
5-4-78	Presentation of EBCE Overview Region XX ESC Superintendent
6-5-78	Agency Task Force EBCE update
6-6-78	ESC Career Education Coordinators EBCE update
6-7-78	Overview of EBCE to new State Career Education Advisory Committee
6-8-78	FWL training session - Houston Jenks Louisiana
7-5-78	Assist negotiations with Mission ISD EBCE Migrant proposal
8-2-78	Overview of EBCE Southwest Texas State University
8-10-78	State Vocational Guidance Conference joint presentation with Bill Lafferty, Region XX ESC
10-3078	Overview of AEL with Region XIII ESC staff
10-16-78	TEA State Advisory Council - National Conference invitation
11-9-78	On-site visit to Mission ISD
11-28-78	Overview Kilgore, Region VII ESC
12-4-78	Presentation McAllen ISD administration on NWREL
1-16-79	RBS, NWREL, Region XII ESC Overview
1-25-79	EBCE applicability to Northside ISD Mary Ann Mendoza, Career Education Coordinator
1-26-79	Southwest Texas State University, San Marcos Presentation Career Planning Academy & RBS to Police Academy Students